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ABSTRACT

This manual provides a suggested curriculum, intended for use in the natural environment, for individualized instruction on street travel skills for adults with developmental disabilities. Suggestions are given for instruction in home or classroom; the community; vocational settings; recreational settings; and special pedestrian situations (for instance, those that involve electronic, swinging, sliding, and revolving doors.) The manual covers how to deal with men's/women's rest rooms, proper clothing, emergency vehicles, getting lost, and walking on roadways. It also discusses sidewalks, street crossings, alleys and driveways, parking lots, parks, signs, doors and elevators, providing instructional suggestions for each situation and suggestions for judging skill mastery. The manual concludes with a list of 16 organizations from which resources may be obtained, giving names, addresses, and materials available. (Nine references) (BRM)

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U.S. DEPARTMENT OF EDUCATION

Pedestrian Safety Training Curriculum for Persons with Developmental Disabilities

JIM EDGAR
Secretary of State

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JIM EDGAR
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SPRINGFIELD, ILLINOIS 62756

Illinois Citizens:

Persons with developmental disabilities are living and working in the community, and safe street travel is an important part of their daily routine. I know that street travel is not an easy task, but for a person with developmental disabilities, it can be especially difficult.

In my continuing effort to provide a safe and secure environment for all citizens, I am starting a pedestrian safety program for persons with developmental disabilities.

The curriculum has been designed by my Senior Citizens, Human Resources and Veterans Department. It will provide a necessary tool that will allow citizens with developmental disabilities to become active members of their communities and travel safely to and from home, work and other locations.

Sincerely,

Jim Edgar

Jim Edgar
Secretary of State

ABSTRACT

The *Pedestrian Safety Training Curriculum for Persons with Developmental Disabilities* is designed to teach those higher functioning persons, who have the need and capability, to travel independently in the community.

In order for this curriculum to be a safe, viable training tool, it is important that the instructor be aware of the judgment of the client, e.g., when to cross safely or judging distances, and to pretest the route.

We must also recognize that every community is different and that within community blocks there are differences. Traffic lights in some towns are the traditional "red," "green," and "yellow." Some say "walk" and "don't walk," while some sound an alarm for the convenience of persons who are visually impaired. Other streets have no type of traffic signal for pedestrian use. There are streets that have curb cuts and those that do not.

Know your client, be aware of your community, and remember this training manual is strictly a guide for you, the instructor.

ACKNOWLEDGMENTS

Many individuals and organizations encouraged and supported this project, including:

- The Pedestrian Safety Ad Hoc Advisory Committee.
- The Sign and Symbols, Curriculum and Format, and Funding Subcommittees.
- The Secretary of State's Human Resources Advisory Committee.
- The Secretary of State's departments of Senior Citizens, Human Resources and Veterans; Driver Services; and Communications.

NOTE:
Street travel can be dangerous. The Office of the Secretary of State, the Advisory Committees, and the authors take no legal responsibility for the learner's safety.

PEDESTRIAN SAFETY CURRICULUM FOR PERSONS WITH DEVELOPMENTAL DISABILITIES

Persons with developmental disabilities are living and working in the community, and safe street travel is an important part of their daily routine. Street travel is not an easy task for anyone, but for a person with developmental disabilities, it can be especially difficult.

The most recent statistics available show that 281 pedestrians were killed in traffic accidents in 1988. Some 20.6 percent of those 281 were killed while crossing intersections. Another 36 percent were injured in accidents. These figures reflect pedestrian accidents and fatalities in the general population.

With the hope of curbing pedestrian accidents and fatalities, this manual provides a curriculum for individualized instruction on street survival skills for adults with developmental disabilities. The intent of the program is to provide a tool that will allow these citizens to become active members of their communities and travel safely to and from home, work and other locations.

Previous studies and research have demonstrated that instruction in the actual environment is most beneficial when teaching pedestrian safety. Classroom instruction can be used as a reinforcement tool for the basic skills of pedestrian safety or as an option when field training is not possible, but verification of safety skills must be conducted in the natural environment.

This course is designed to be adapted to various environments and clients. The manual outlines a basic core course that teaches the fundamental aspects of street survival skills across four different settings — home/classroom, community, vocational and recreational. It may be necessary to instruct the individual client in one or more of these areas. Some overlapping of areas may occur. For special pedestrian safety situations that the instructor wants to cover, there are additional sections included.

PRELIMINARY INFORMATION

Several factors are involved in educating adults with disabilities:

- Determine what skills are necessary for client participation.
- Teach required skills and ensure performance of these skills by repetition.
- Teach skills in the setting where they will be used, because skills may not be transferred from one environment to another.
- Teach skills in the sequence in which they occur.
- Expect a certain amount of trial and error with each lesson. If an individual does not show signs of progress over a period of time, the program and teaching methods should be reevaluated.

Prior to on-site instruction, each client should:

- Obtain an Illinois Identification Card.*
- Understand how to safely seek assistance in case of emergency or if lost.
- Stop walking when instructed to "STOP" or "YIELD."

**Illinois Identification Cards are available free of charge through the Office of the Secretary of State. Telephone (800) 252-2904 for more information.*

METHOD

Depending on the client, staff/teacher ratios may vary. Sometimes, individual instruction will be necessary. A ratio of one or two clients per instructor is recommended for teaching pedestrian safety. More than two in actual community instruction would seriously impair the quality of instruction. Larger groups also tend to jeopardize the individual dignity of each participant.

Heterogeneous grouping (i.e., pairing a client with some skills with a client with more significant disabilities) is a good strategy for promoting peer modeling and natural support. Also, the client will be more inclined to remember the instruction and successfully complete the task if taught in conjunction with some type of enjoyable activity. For example, instruction on travel in the community can be given while making a trip to an ice cream shop.

Walk the route the client will be taking, paying particular attention to all environmental barriers, obstacles and cues. Draw a map to aid in your instruction. Diagram the streets and intersections and include special situations that occur along the traveling path. For nonreaders, color coding and representations of landmarks may be used.

When the instruction begins, it must be meaningful for the participant. Explain each situation and obstacle and how to avoid them in the sequence in which the occur. Instruct the individual on how to deal with every aspect of walking the route, even the most basic tasks. Use the map as a guide and master plan for the course. Allow the client to create personal maps or adaptations that will increase independence.

NOTE:
It is important to do the training during the time of the day when the client will be traveling.

LEVELS OF SUGGESTIONS FOR HOME/CLASSROOM TRAINING

One: Show a slide, picture or actual copy of the traffic signal, sign or situation that is being discussed. If the sign has words, ask the individual to read the sign or communicate what the sign means.

Two: Show the slide, picture or actual sign again and ask the individual to explain or demonstrate the meaning of the sign or situation.

Three: Provide for on-site instruction where the participant will encounter the sign or situation in the environment. Expect a response without the use of prompts.

Four: Present ideas of street travel in classroom-type discussions. Use videotapes, games, flash cards and other visual aids.

HOME/CLASSROOM SETTING

This section contains basic self-help information. It is best to discuss the following information in the home or classroom setting. After this discussion, the demonstration can take place in the classroom, in the actual setting, or both.

SITUATION	INSTRUCTION	MASTERED SKILL
Men's/Women's Rest Rooms	Classroom instruction with signs or word representations. Some environments will use different terms, such as "kings," "queens," etc.	When skills have been demonstrated in the environment.
Proper Clothing	Bright, light-colored or reflective clothing at night in order to be visible. Proper rain gear and cold weather clothing when necessary.	After answering questions about or demonstrating skills.
Emergency Vehicles	Pedestrians must yield to emergency vehicles. The student must know that flashing yellow, blue or red lights and/or sirens signify danger and to find a place of safety.	After answering questions about or demonstrating skills.
Getting Lost	The individual should be able to understand how to safely seek assistance. Present an ID card or approach an individual in a public place.	When the individual demonstrates correct procedures.

SITUATION	INSTRUCTION	MASTERED SKILL
Walking on Roadway	By law, pedestrians must not walk on the roadway, unless there is no sidewalk or shoulder. If they must walk on the roadway: • walk facing the traffic on the left hand side and • walk as close to the outer edge as possible.	When skills have been demonstrated in the environment.
Emergencies	Should be able to respond appropriately to emergencies.	When individual correctly responds to a mock situation.

NOTE:
Always stress that regardless of the rules, pedestrians should yield to cars and other moving vehicles on the roadway. Pedestrian safety and survival come first.

LEVELS OF FIELD INSTRUCTION

One: Provide direct supervision and practical application of information learned in the classroom. For some clients, classroom participation may have little bearing on actual street-crossing safety.

Two: The individual should attempt the skills independently, but you should intervene if the person seems confused. Correct the error and demonstrate the complete maneuver, or stop the procedure and have the client make the correction.

Three: Have the individual attempt to travel the route. Do not intervene unless it is absolutely necessary. For example, interrupt only after the individual has had sufficient time to correct an error independently.

NOTE:
Intervene immediately when life-threatening situations arise.

COMMUNITY SETTING

This area includes the basic elements of travel outside the home. The instruction necessary for safe travel in the community is provided, and it is essential that each lesson be demonstrated in that environment. To successfully complete this course, the individual must respond correctly to each situation unassisted at least two consecutive times.

NOTE:
Important factors to take into consideration are the mobility of the person, the person's maturity and use of good judgment.

SITUATION	INSTRUCTION	MASTERED SKILL
Sidewalks	The participant should travel on the right edge of the sidewalk and stop before entering the intersection.	When able to consistently accomplish the task.
Street Crossing	Cross only at intersections. Explain the meaning of traffic signals. Instruct the individual to observe pedestrian signals when crossing.	Obeys pedestrian signals and crosses within the allocated amount of time.
	• ***With traffic signals***	
	From curb, observe when the light changes. Look left, right and left again. Leave the curb. Time permitting, when halfway across the street, stop to check traffic again. Proceed to the other side.	Obeys signals and crosses within the allocated amount of time.
	• ***Without traffic signals***	
	Wait at the corner on the curb. Look left, right and left again. Start across when the first car is at a safe distance (to be determined by trainer and client). After leaving the curb, continue checking the traffic. Proceed to the other side. Factors to take into consideration: mobility, maturity and use of good judgment.	Regulates pace, continues to check traffic, and crosses in a reasonable amount of time to the other side.
Alleys and Driveways	Keep head up, eyes open, look toward the alley/drive to be sure it is clear of traffic. Move across, adjust pace or stop and wait to avoid accidents.	Safely crosses to the other side in a reasonable amount of time.

SITUATION	INSTRUCTION	MASTERED SKILL
Parking Lots	Explain the dangers of parking lots. Survey the layout of the parking lot to determine the safest route through or around it. After the safest path has been determined, instruct the individual to keep the head up and eyes open. Adjust pace or path to avoid accidents. Generally, there is no need to cross parking lots unless you park in one. A predetermined route might be impossible. Remember to keep instruction to a functional context.	Follows a predetermined path and appropriately watches for moving vehicles.

Better retention will come with repeated, quick lessons. However, do not continually cross the same street. Instead, cross all four corners at one intersection in order to vary the route. Do not, however, practice walking in circles.

NOTE:
Remember to cross the safest route and in crosswalks where designated.

VOCATIONAL SETTING

This section is about individualized instruction necessary for a participant to perform certain tasks while on the job. The contents of each course will depend upon the place and type of work. Be sure to conduct an inventory of individual job sites.

For teaching the meaning of signs, instruct the individual as follows:

- Show the picture of a sign or show the actual sign and ask the individual to identify it.
- Show the picture or sign again and ask the individual to identify it and explain its meaning.
- Identify existing sign and ask the individual to describe the response it requires.

Signs may include:

Private	Telephone	Open
Employees Only	Restaurant	Closed
On	Enter	Hours
Off	First Aid	Pay/Order/Wait Here
Stop	Do Not Use	Hospital
Out of Order	Ring Bell for Service	Handicapped Accessible
Cashier	Information	Exit

NOTE:
Getting to and from work is part of the job and should be part of vocational training.

RECREATIONAL ACTIVITIES

Again, this is an area of instruction that must be highly individualized and is dependent upon the location of the activity, community offerings, personal choice, accessibility, age-appropriateness and opportunities to participate. Once the environmental inventory has been completed, the individual should be given an explanation of the signs and the situations where they may be encountered.

SITUATION	INSTRUCTION	MASTERED SKILL
Parks	Discuss the potential danger of bicycle paths. Instruct the individual on the proper way to approach and cross bike path intersections.	When skills have been demonstrated in the environment.
	Explain the potential danger of playground equipment.	After individual correctly responds to a mock situation.
	Discuss with the individual the fact that not everyone is to be trusted, i.e., leaving the park with strangers, drugs, etc.	
Parking Lots	Explain the pedestrian guidelines. It may also be necessary to instruct the individual on the use of sidewalks and parking lots.	Appropriately watches for moving vehicles.

SPECIAL PEDESTRIAN SITUATIONS

SITUATION	INSTRUCTION	MASTERED SKILL
Doors*	• ***Signs***	
	Use the classroom method to teach such signs as "in," "out," "exit," "exit only," "entrance," "enter here," "pull," "push," "please use other door," etc. Also explain the importance of paying adequate attention when opening doors.	After answering questions about or demonstrating skills.
	• ***Types***	
	Electronic — Identify in/out doors. Step on center of mat, wait for door to open, enter/exit.	When skills have been demonstrated in the environment.
	Swinging — Push slowly, go through if no obstacles, hold door for others going through, let it close.	
	Sliding — Gently slide the door open, go in/out, gently slide closed.	
	Revolving — Wait, watch for vacant section, step in, push the door forward, exit when section is aligned with entryway.	
Elevators*	Designate a floor number. Participant presses the up/down button in order to call the elevator. Wait for the doors to open and people to exit. Board elevator and hold door if necessary.	When skills have been demonstrated in the environment.
	• ***Automatic***	
	Locate panel for floor selection. Press correct button. Exit on correct floor.	

SITUATION	INSTRUCTION	MASTERED SKILL
	• ***Operator***	
	Request required floor. Exit on correct floor.	
Escalators*	Explain escalators	When skills have been demonstrated in the
	• ***Up***	
	Determine "up," step on center of step, hold handrail, remain stationary, step off safely.	environment.
	• ***Down***	
	Determine "down," step on center of step, hold handrail, remain stationary, step off safely.	
Bus Stop	Identify bus stop.	When skills have been demonstrated in the environment.
Do Not Enter	Explain the "Do Not Enter" sign.	
No Pedestrians	Explain that signs having a red slash from upper left to lower right mean "NO." The picture within the circle shows what is not allowed.	
Construction	Instruct individual on signs and symbols for construction, such as large orange signs, barricades, flags, etc. Explain the dangers of the area and the safest way to travel around.	When skills have been demonstrated in the environment.
Railroads	Teach to recognize tracks, markings, signs, gates, marked or unmarked cross-ings, those with gates and those without, etc.	When skills have been demonstrated in the environment.

SITUATION	INSTRUCTION	MASTERED SKILL
	• ***Marked***	
	If gates are down, "STOP." If signs are flashing or bells are sounding, "STOP." In all cases, wait until the tracks are clear before crossing.	
	• ***Unmarked***	
	Stop, look both ways, watch for vehicles, listen for whistles or other sounds. Cross only if it is clear. Instruct the individual on the need for caution when crossing multiple tracks.	Safely crosses to the other side in a reasonable amount of time.
Pedestrian Tunnels, Crossovers and Bridges	Instruct how to use pedestrian tunnels, crossovers and bridges. If such structures are not used, the pedestrian must yield the right of way to all moving vehicles on the roadway.	Demonstrates skills in the environment.
Elevated Trains and Subways	Instruct the individual to recognize train/subway indicator signs and to be aware of the environment, especially terminals, tracks and crossings.	Demonstrates understanding.
Downtown Square	If a town has a downtown square, the traffic pattern may differ from what is expected. Instruct the client on safe travel in this area.	When skills have been demonstrated in the environment.

NOTE:
Training must be individually constructed to meet the needs of each pedestrian and travel route. It is vital that the individual be made aware of special circumstances that may be encountered.

* *Generally these cannot be simulated and must be taught when they occur.*

EVALUATIONS

Use a checklist of the skills required for each task. If the instructor must intervene or if the individual neglects to complete one of the tasks on the checklist, further instruction is required. To be competent in street travel, the participant must complete 100 percent of the tasks correctly at least twice.

Periodic follow-ups should be completed every six months by observation of actual performance in the environment.

RESOURCES

AAA Foundation
1730 M Street, N.W.
Suite 401
Washington, DC 20036
- *Safety Films*

Captioned Films for the Deaf
5000 Park Street N
St. Petersburg, FL 33709
- *Films and Videotapes*

World Enterprises
Educational Division
P.O. Box 1457
Des Plaines, IL 60016
- *Signs and Safety Games*

DLM Teaching Resources
P.O. Box 4000
Allen, TX 75002
- *Traffic Sign Bingo*

Edupress
Box E-F
Dana Point, CA 92629
- *Safety Signs and Symbols*

Fearon Education
500 Harbor Boulevard
Belmont, CA 94002
- *Textbooks*

Good Apple
P.O. Box 299
1204 Buchanan Street
Carthage, IL 62321-0299
- *Safety Activity Book*

Goodyear Publishing Co.
1640 Fifth Street
Santa Monica, CA 90401
- *Reading Ideas and Activities for Daily Survival*

Ideal School Supply
IMCO Inc.
Greenlake, WI 54941
- *Signs and Safety Games*

Janus Book Publishers
2501 Industrial Parkway W
Dept. JANCT
Haywood, CA 94545
- *Survival Guide and Activity Workbooks*

J. S. Latta School Supplies and Equipment
2218 Main Street
Box 128
Cedar Falls, IA 50613
- *Street Signs, Games and Flash Cards*

National Technical Institute for the Deaf
Division of Public Affairs
Dept. C
One Lamb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
- *Films and Videotapes*

Opportunities for Learning
20417 Nordhoff Street
Dept. 5
Chatsworth, CA 91311
- *Games and Flash Cards*

Special Education Resources
P.O. Box 525
Goshen, CA 93227
- *Travel Games*

Trend Enterprises, Inc.
St. Paul MN 55164
- *Flash Cards*

W.S. Darley & Co.
2000 Anson Drive
Melrose Park, IL 60160-1087
- *Street Signs*

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